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ABSTRACT

One of the components of the international program at Michigan Technological University is an internship in Germany where students work for 3 months in companies or university research institutes. These paid internships offer students (mostly engineering and science majors) a unique opportunity to improve their communication skills and cultural awareness while also gaining international work experience. A pre-departure course, which meets once a week for 10 weeks, was developed to provide a format for discussion of the intellectual, emotional, and social processes involved in immersion in a foreign culture and to provide tools for successful adaptation to the new environment. A re-entry workshop was designed to give students a structured setting to synthesize their global experiences and to determine the extent of their personal and intellectual growth. This paper describes objectives for the pre-departure course and re-entry workshop, content, methods and assignments, schedules, and anecdotal evidence of program effectiveness. A survey form is appended to the paper. (Contains 19 references.) (JDD)

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OPTIMIZING THE INTERNATIONAL EXPERIENCE THROUGH A PRE-DEPARTURE ORIENTATION AND A RE-ENTRY WORKSHOP

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Ypsilanti, Michigan

INTERNATIONALIZING BUSINESS AND PROFESSIONAL EDUCATION

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Michigan Technological University (MTU) is striving to prepare students for careers in the competitive global market by offering programs which allow students from all disciplines to study international issues critical to their professional degrees. Since the goal of global competence cannot be achieved through classroom instruction alone, students are encouraged to add an experiential dimension to their international education. One of the components of the international program is an internship in Germany where qualified students work for 3 months in companies or university research institutes. These paid internships offer students a unique opportunity to improve their communication skills and cultural awareness while also gaining international work experience.

Michigan Tech's Internship Program in Germany began in 1986. Almost all students enrolled in the program are majoring in engineering and science. The program is designed to give students the opportunity to practice skills acquired in German and in their field of study in a real-world setting. It enables them to work with professionals from another culture and develop positive and interactive international relationships that can advance their career.

In order to prepare students for the intercultural adventure, a pre-departure orientation as well as a re-entry workshop were implemented and required of all participants. This paper will address the need for the courses and focus on some of the concerns which underlie the pedagogical decisions for the design of these courses, discuss course objectives and content, and suggest several activities to improve intercultural communication.

The Need for Training

It is often assumed by students and educators that sufficient knowledge of a foreign culture is acquired during language courses or that language skills alone are all a student needs for a successful experience abroad. While it is true that students are introduced to many aspects of culture in language classes, such lessons are generally not focused on equipping the student with strategies for coping with consequences of prolonged exposure to fundamental differences in values and beliefs. Educators should not assume that students will automatically develop intercultural skills once they are immersed in the new culture. The fact is that very few students have that talent. Most students who have no guidance or structure for learning the necessary skills will not do their best or regret the experience.

Different types of intercultural interaction require different types of training. Unfortunately, it is more the rule than the exception that American students go abroad with no or only inadequate training which often has disastrous consequences. Many of them believe that they are too sophisticated to benefit from training. They assume erroneously that academic ability, technical expertise, and linguistic competence will give them the necessary intercultural skills to make a successful transition into a new culture. Experience has proven repeatedly that a lack of culture-specific training can be very costly: an early return, inability to function effectively, damage to self-esteem, alienation, stress, and last but not least, financial loss.

Considering the high cost of failure, it should be the responsibility of every institution sponsoring an exchange to provide the appropriate support and training to participating individuals. Therefore, the organizers of the German Internship Program at Michigan Tech were challenged to design a pre-departure course that would include everything the students ever wanted to know about "these strange German ways." The course should provide a format for discussion of the intellectual, emotional, and social processes one goes through when immersed in a foreign culture and give students the tools for successful adaptation to the new environment.

By the same token, the re-entry workshop has to give students a structured setting to synthesize their global experiences and to determine the extent of their personal and intellectual growth. It should be designed to facilitate a smooth transition for students returning to their lives in the United States when all that used to be familiar somehow seems foreign. "Returning study abroad students are often 'strangers at home' whether or not their international experience has enhanced their language proficiency or impacted their intellectual and personal development." (Kauffmann et al. 1992) The course should provide a forum for reflection on the new people they have become and what the experience means for the future.

Selection of Participants

Michigan Tech students who are interested in the Internship Program can meet students who have participated in the program during an informal coffee hour in September. They get an overview of the program and have a chance to find out more about the program and the necessary qualifications in three scheduled orientation meetings in October, November, and December. In order to be accepted into the program, students must have taken a minimum of two years of German and completed three years in their major. In addition, they must have a G.P.A. of at least 2.8 (4.0) and practical experience. Interested students can also read reports written by previous participants; this procedure should help to make sure that only those students who are really interested file an application in December.

In the spring quarter, students meet once a week for ten weeks to prepare for their work assignment in Germany and to discuss various aspects of the trip, ranging from culture, region-specific information, airport logistics to housing. In addition to the structured and scheduled meetings, all students meet individually with previous participants. By forming a mentor relationship with "new" interns, "old" interns intensify their re-entry experience. Furthermore, students seem to learn more from

the experience of their peers than from the theories of the professor.

Although motivation is high and all students are very eager to work in Germany, many feel that the pre-departure training is not really necessary - at least in the beginning. They are concerned primarily with the technical aspects. One of the reasons for their reluctance to a culturally sensitizing orientation is their technical background. In an interview one student explained that engineers are trained to make things happen, to be in control, to leave nothing to chance. This need to know the exact or right answer, always comparing things and analyzing which one is better can cause crippling hesitation and indecision when there may, in fact, be no right answer, but rather several options - some of which are better than others. Anxiety caused by ambiguity occurs even before students leave for Germany. Therefore, the primary areas that needed to be incorporated into the course were self-awareness training, coping with prolonged ambiguity, reserving judgement, and technical information.

Objectives for the Pre-departure Course

Experts in the field of intercultural communication seem to agree that cross-cultural training increases crosscultural competence; Donald Batchelder states that training "prior to departure... is a critical episode in any [travel abroad] program. It is a time when the tone and the standards are set, when relationships begin to form, and when both group and individual attitudes begin to take shape. Properly managed these elements can enrich the quality of the experience, or if mishandled, or left to chance, may establish a low common denominator of expectations, behaviors, and points of view, resulting in a diminished level of performance and enjoyment for all." (1975)

The first objective of the pre-departure course is to draw out and define student expectations and attitudes for discussion and to determine their influence and origins. These expectations and attitudes are the key to the success of the intercultural experience. It is quite important that students examine their attitudes and formulate their personal goals for the internship abroad as early as possible in order to find out if this particular program is the right one for them.

A second objective is that students recognize themselves as cultural beings. Batchelder argues further about the importance of these special insights that "whether students feel the need for orientation or are oblivious to it they must begin the process of recognizing themselves as cultural beings" (1975). An understanding of how they have been shaped and influenced by their own cultures (and subcultures) provides insight into determining how others have been shaped and influenced by theirs. Students need to take "a serious look at themselves in relation to the culture which nourishes them and the culture about to receive them" (1975).

The third objective of the course is to help students understand the role of communication in interpersonal relationships and then to guide them in making the connection between culture and interpersonal communication. Batchelder further suggests that a good crosscultural training program depends to a large degree upon the awakening of intrinsic stimuli within the students, encouraging them to generate

from within the willingness and interest to attempt the crosscultural role. American students are often looking outside themselves for the cause of conflict. However, after successful intercultural training, they will not see the host nationals as inferior, but they will look at themselves as part of the problems that arise. They will also see the need to change themselves in order to be effective agents.

Furthermore, we have to help students to make the connection between culture and interpersonal communication; this concerns the special skills George Renwick mentions. These skills fall into three categories. The first is self-orientation which includes issues such as the students' technical competence, technical knowledge of the field; their ability to identify and cope with stress; and the degree to which their expectations are realistic. The second category is others-orientation which includes issues such as students' relationship skills, their ability to make friends and work with others easily; their willingness to communicate, (some individuals are so afraid of making mistakes they are silent and withdrawn), their respect and empathy for others; and their nonverbal communication skills. The third category is perceptual orientation which includes flexible attributions such as students' adaptability, their ability to be non-judgmental and open-minded. It is important to find out if students change their expectations and understanding to fit the reality of the experience or if they change the interpretation of the experience to fit into their expectations? Finally, there is high tolerance for ambiguity, the ability to deal with loss of control in situations.

A fourth objective is for the student to develop a base of culture-specific information. Students must have at least some knowledge of the history, values, and institutions specific to the country in which they will stay. For our students it is also important to have region- and company-specific information.

The fifth objective for the pre-departure course is to help the student acquire "a basic knowledge of the role of cultural transition in the intercultural learning process" (Smith 1991). In other words, we want to teach students new strategies for learning how to learn: to use their new understanding of how they and others are shaped by culture, to use their new understanding of culture's impact on interpersonal communication, to use their understanding of the second culture's values and history to help themselves form more realistic expectations, attitudes, and judgements.

Objectives for the Re-entry Workshop

Upon their return, students need to develop an awareness of the impact of the re-entry transition on the interpersonal communication process (Smith 1991, 14). Quite often, there is tension and confusion for the students as they attempt to renegotiate their place in their old lives and try to find their new sense of identity.

The second objective, closely related to the first, is the development of an understanding of the impact of the cultural experience on identity. This involves discussions of how students have been shaped by their new experience and what this will mean in terms of readjusting to their lives.

Third, students should be encouraged to develop and share strategies for identifying, articulating, sharing and utilizing their work-abroad experience in the

future. The course should help them to channel new interests, values, and skills into their everyday lives.

Finally, it is important for the students to consider ethical concerns inherent in intercultural contact. They may play leading roles in decision making in their careers that will shape international business and negotiation in the future. Students should be able to take a holistic approach to an intercultural event by looking at the consequences for all concerned.

Curriculum Design and Course Content

Ideally, content that is incorporated into the pre-departure orientation should also be integrated into the re-entry course. "The integration of topics and principles would provide the basic condition necessary to bring out the ongoing *process* of the intercultural learning experience" (Smith 1991). This is based on the notion that "development of intercultural understanding is not something that 'happens' or 'does not happen' at the end of the actual exchange experience. The development of intercultural understanding and "adaptation is a complex and *holistic* process of negotiating and renegotiating meaning." (1991, 11)

Content

Readings and assignments should strive to meet the objectives listed in the syllabus. Discussion usually starts with a pre-departure checklist including passports, work permits, travel, insurance, housing, remunerations, cost of living, etc. This culture-specific information can be discussed again during the spring quarter but should have been discussed earlier to give the students adequate time for preparation. It is also necessary to incorporate the following fundamental issues listed by Rosita Daskal Albert (1986):

1) *The role of expectation in coping with stressful situations*
"Expectations are particularly important in cross-cultural orientation because so much of what is familiar and taken for granted will be removed." Students need technical orientation to deal with things such as passports and exchange rates and a more abstract preparation to deal with cultural issues such as roles, values, and beliefs.

2) *The selectivity of perception*
Since we are continuously bombarded with information, we are very selective in what we do perceive. Our senses deliberately focus on certain stimuli to avoid sensory overload. We have the ability to select information which is important to us. This selectivity is oriented by our culture, by what we perceive to be important. What we perceive to be important may not be important at all to a member of a different culture.

3) *Cultural differences in behavior*
An individual needs to know not only what is important but also when it is important and how to deal with that issue. Members of a different culture may and do react very differently to the same stimuli.

4) *The issue of attributions*

Attributions are inferences or interpretations of behavior. Not only must we be aware of different behavior, but we must be aware that we may attribute a given behavior differently. In an intercultural situation we lose our ability to predict an individual's response. North Americans - and other people as well - tend to believe that persons who do not act in accordance with their own way of thinking are irrational or have some sort of problem or inferior intelligence. This egocentric mistake in perception is common to people everywhere.

5) *The centrality of values*

What we perceive to be important and how we react to this importance is directly influenced by our values. "Since values represent what is held to be most important or even sacred by each cultural group, a person from another culture can make enormous mistakes if he or she does not realize, for example, that something which may be trivial in his or her culture may have deep significance in another culture" (Albert 1986).

6) *The importance of social factors and context*

Some people are more or less dependent on their surroundings and on the context of a situation in creating meaning in communication. This is illustrated by Edward T. Hall's high context low context culture scale. An example of a high context situation is the ability of a husband and wife who know each other so well that they can finish each other's sentences. Meaning is created in the context of the situation (or past knowledge), not in the actual words themselves. In a low context situation, all of the meaning in the message can be found in the words themselves.

7) *Erroneous assumption about other cultures*

Many people have rigid negative stereotypes or notions about various groups of people. Unfortunately, these stereotypes and clichés are often reinforced through movies, jokes, cartoons, and bad journalism. Although Michigan Tech students have studied German for at least two years, certain stereotypes and false assumptions are still prevalent.

8) *Social support*

Persons who are transplanted into a new culture need to develop some type of social support. This support can come from other persons who are in a similar situation and can and will discuss their experiences. Support can also come from a "culture coach," an understanding native who is willing to take the time to explain. Most Michigan Tech students have had a German student from the local IAESTE committee to act as host and "culture coach."

Brislin (1982) divides these issues into three categories. The first deals with emotions such as anxiety over whether or not one's behavior is appropriate and also frustration when a situation does not meet one's expectations. The second category is associated with knowledge: language, time and space, work, roles, and values. The bases of cultural differences such as categorization, learning styles, and attribution are grouped in the third category.

Methods and Assignments

The pre-departure course is set up in a discussion format and requires students to read weekly assignments, keep notes or a journal, and write a final paper. Critical incidents are excellent tools which can be used in any class period. Role play of business situations is also valuable. An additional method to be incorporated into the course is Batchelder's set of five questions (1977). These can be addressed in writing or in discussions. "*Who am I?*" can be used with critical incidents and writing assignments to promote cultural awareness. This ties in well with the bases of cultural differences listed above. "*Where do I come from?*" ties in with self-awareness, beliefs, and values. "*Where am I going?*" This question relates to the knowledge areas, to culture-specific information such as work and climate. "*Why am I going?*" answers personal goals, personal growth, language skills, interests, and self-motivation. "*What am I willing to consider attempting?*" This question deals with a student's self-image, willingness to participate, responsibility, effort, standard of performance, etc. Of particular relevance to the course is the use of the first person. This requires that the students recognize and accept their responsibility in engaging actively in the experience. These questions should be discussed repeatedly.

Syllabus for the Pre-departure Course

Texts Reading materials on reserve, handouts

Course Requirements
You are asked to come to class prepared to discuss readings for that particular day. You will be required to keep notes or a journal on the readings and on your personal feelings and concerns about your trip to Germany. Finally, you will write a 3-5 page report on an aspect of Germany that interests you.

Course Objectives
It is our hope that in discussing your expectations and concerns, current events, and U.S. and German cultures you will gain a better understanding of yourself and German society. In addition to these goals there are several more specific goals.

1) That you will be able to draw out and define your expectations and attitudes during discussions and in your writing, and that you will be able to determine their influence and origins.

2) That you will learn to recognize yourself as a cultural being.

3) That you will seek a better understanding of communication in interpersonal relationships and their connection with culture.

4) That you will broaden your base of culture-specific knowledge.

5) That you will acquire basic knowledge of the role of cultural transition in the intercultural learning process.

Schedule

Week	1	Introduction to course, students' concerns and expectations. Technical information. Know before you go!
Week	2	U.S. values and response to difference.
Week	3	Stereotypes, "Germanity," and interpersonal communication.
Week	4	Current events.
Week	5	Interaction in the workplace, work ethics, unwritten rules, taboos.
Week	6	Culture shock/transition shock, role play.
Week	7	More technical information. Ethnocentrism vs. cultural relativity.
Week	8	Meet with participants from previous years. Do's and Don'ts.
Week	9	Acculturation strategies, set up of support system, and stress release.
Week	10	Nonverbal behavior: handshake, eye contact, posture, facial expression. More role play and simulations.

Syllabus for the Re-entry Workshop

Texts Selected readings

Course Requirements
You will be required to come to class prepared to participate in the weekly discussions of the readings. In addition, you will be asked to keep notes or a journal and to write a report at the end of the course.

Course Objectives
There are four main objectives for this course. Students are expected to

1) develop an awareness of the impact of the re-entry transition on the interpersonal communication process.

2) develop an understanding of the impact of cultural experience on your own identity.

3) develop strategies for identifying, articulating, sharing, and utilizing your work-abroad experience in the future.

4) develop an understanding of the ethical concerns inherent in intercultural communication.

Schedule

Week 1	Welcome Home! Pictures?
Week 2	Surviving culture shock
Week 3	Interpersonal change
Week 4	What does it mean to be multicultural?
Week 5	Issues in intercultural ethics
Week 6	Current events in Germany. Letters to employers and co-workers
Week 7	Re-examining culture/values
Week 8	Reports
Week 9	Reports
Week 10	How to prepare this year's exchange students. Evaluation

Summary

Intercultural education serves an important function in every international program. In the pre-departure orientation and in the re-entry workshop students are exposed to a number of activities which have as their goal the increased cultural and personal self-awareness of all participants. Furthermore, those activities are also designed to enhance students' appreciation of their interpersonal and intercultural skills, to increase their crosscultural competence, to help them cope with ambiguity, and to prepare them to work confidently and effectively.

In any program there are students who are successful (meet all the program goals), those who are less successful, and those who fail. It is the goal of the pre-departure orientation and the re-entry course to increase the number of students who are successful. Interviews, questionnaires, papers, and general discussions with all participants showed to what extent students had achieved the goals set by the program.

All of the students who participated in the courses in the spring, summer, and fall of 1992 successfully completed the projects they were given in their fields. Some did such good work that the employers either offered them full-time positions or requested other students from our program. Thus, students met the first goal of the exchange program, namely to be able to compete in the world market place. In most cases, the students' language abilities were sufficient to do the required work and improved greatly over time. These students can now add an impressive international work experience to their résumés.

Two of my students who had taken more than three years of German worked for a German company who was in the process of switching over to a computer network. Since the two had great computer expertise, they not only stored general information but also interviewed German suppliers and processed that information too. In order to do the job, they also learned the Swabian dialect. Needless to say, this company benefitted from the students as much as the students did from their work in that company.

Students whose language abilities were greatly enhanced generally "actively pursued" their intercultural experience, according to students' reports. These students had a clear understanding of the goals of the intercultural experience. They were also motivated by personal goals. For them there is a certain "intensity" to the experience; they "thirst for understanding and personal growth-exploring who you are." These students were quite successful at fulfilling the second and third major goals of the exchange program: enabling students to develop strong intercultural communication skills, and enabling students to develop positive and interactive international relationships.

Participants who successfully met all of the goals of the program had a clear understanding of what those goals were. They formed a more holistic understanding of the internship program; they viewed intercultural education as an ongoing process, thus appreciating the objectives of the pre-departure and the re-entry course. These students were able to develop skills and strategies to negotiate with the *other* in an intercultural setting. They have also come to a new multicultural understanding of themselves by defining themselves in the context of the *other*. The *other* for these students becomes both their native culture (frame of reference) and the German culture (frame of reference). The students become distanced from both cultures, re-evaluate them, and finally negotiate a new identity.

Because they were negotiating their identity, these students also experienced a higher degree of culture shock and re-entry shock. One student said of his trip to Germany, "it took six weeks to get a 'smooth' level of knowledge of shopping, driving [and] working." In a survey, another student reported "bursting into tears" at a post office when the operator cut her off while on the phone with loved ones. Another student wrote of her re-entry experience, "no one wanted to see my pictures and they never met the people who were my friends there. I look at my photo album alone every so often to make me feel better... I was really missing Germany when I got back and I wish there would have been more opportunities to talk about this summer."

While not all students feel that they experienced culture shock, they offered numerous examples of other students' experience of culture shock - often of students who did not believe they experienced culture shock or did not want to admit it. Surveys also revealed that students who felt that they did not experience culture shock were generally less successful at meeting the second and third program goals (enabling students to develop strong intercultural communication skills and enabling students to develop positive and interactive international relations). These students did not appear to have as complete an understanding of the program goals, and they frequently had not considered their personal goals for participating in the program until questioned on the survey or in the interviews.

Although the opportunity to spend time with Germans at work or in free time presented itself, the students who experienced less culture shock generally spoke little German and spent little time interacting with Germans. One student lived alone in an apartment until his American girlfriend joined him for the second half of the summer. He spoke only English at home and spent his free time with other international students with whom he also spoke English. He reported though that his German listening skills did improve because he watched T.V. While his situation was perhaps the most extreme in terms of isolating himself from the deeper aspects of German language and culture, it is easy to see the temptation to do what is more comfortable.

As international educators we can only lead the horse to water but we cannot make it drink. In the re-entry workshop, after hearing from all other participants, some students already regretted the fact that they had not taken advantage of all the great opportunities. One student who had trouble using the metro admitted to me, "I wish I had paid more attention in class when you discussed the system!"

Preventives measures would be helpful. This year, the program goals will be deliberately and repeatedly discussed; in addition, students will be made more aware of pre-departure and re-entry connections before they leave for Germany. The mentor program will also help when last year's participants will give this year's interns a few helpful tips on intercultural adventures. As a matter of fact, the experienced ones are eager to share their wisdom and have offered their advice.

Writing about or discussing intercultural encounters will also help students reflect on the degree to which they are meeting their goals while abroad. Although many of the students wrote to me and wrote in their journals or questionnaires, still others did not look at the questionnaires until a few days before they were due. Again, it is ultimately the students' responsibility to participate in the foreign culture, to make the abstract "big picture" concrete for them by coming to an understanding of the program objectives.

All students reported that the pre-departure orientation course is valuable in preparing them to "be more tolerant of people," to "think before judging" and to "reserve judgement," to "accept and learn from cultural differences," and to "examine one's thoughts and feelings and reactions to a foreign culture in order to understand it and learn from it." Of the re-entry course students said: the re-entry program was "very helpful in further exploration of myself and gathering of other's ideas about intercultural communication... I think that I have finally re-entered successfully in the U.S." and "It showed me that I got more out of the experience than just fond memories--I'm more culturally sensitive" and it helped "put things into their relative frame of reference."

International educators agree that studying or working overseas broadens a student's global perspective; in most cases, the impact on the student's intellectual and personal development is positive and the experience enhances a student's skills in intercultural communication, in language fluency as well as in analysis and problem solving. Above all, there is an awareness that there are differences and that these differences are not necessarily better or worse.

In Michigan Tech's Internship Program in Germany *all* students learned something from the courses and applied that knowledge to enhance the intercultural experience as a whole. The instructors of the courses have also learned from the students what was very helpful for them and what they did not need that much or not at all. We will re-evaluate our approach to the courses to help optimizing the international experience.

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Michigan Technological University

Internship Program in Germany

Survey for MTU students prepared by Sigrid Weinmann and Jeanie Behr Bragg

Name_____ Date_____

Major_____

What are the goals of the German internship program?

To what extent have you met these goals?

Briefly describe your intercultural background! (Travel abroad, exchange programs, contact with other cultures etc.)

What was the most valuable lesson you learned from the pre-departure orientation?

Describe in what ways the pre-departure orientation may have helped you to prepare for your overseas assignment?

In what ways did you feel unprepared for the international experience?

What were your personal goals for participating in this program?

Did you have a difficult time adjusting to the German culture? If yes, please explain in what ways.

Please describe a specific situation in which you experienced culture shock.

How did you cope?

Describe your level of knowledge about the German culture before you left for Germany.

poor fair good excellent

What is your level of knowledge about German culture now?

poor fair good excellent

Do you feel that you experienced re-entry shock in any way? If yes, please explain.

Do you believe that the re-entry workshop has been helpful? How?

What changes would you like to make to the format and content of this course?

Do you think that it is a good idea to require both the pre-departure orientation and the re-entry workshop?

Would you recommend the courses to someone who is going abroad or has just returned?

Comments about your experience abroad or the pre-departure and re-entry courses.

The Work Experience

Where did you work?_____

In what division(s) did you work?_____

Name of supervisor_____

Length of stay_____ Dates_____

Was your work experience related to your field of study?_____
If no, please explain!

What was your motivation for participating in the internship?

How adequately were you prepared for the work you were assigned?

How would you rate the character and quality of the work experience?

What particular positive and negative experiences or aspects come immediately to mind when you recall the work experience?
positive negative

What would have made the work more manageable or worthwhile?

Associated Activities

What special activities did the internship make possible for you? (Improving language skills, learning about the culture, meeting people, traveling, and the like.) How would you rate these activities?

How frequently and in what ways do you maintain contact with people you met or worked with in Germany?

What specific personal, linguistic, or professional benefits did you gain from the internship and associated activities in Germany?

Does the experience of the work abroad in any way still mark you, your behavior, your views, and your concerns? For example, what specifically sets you apart from the people you associate with who have not had such an experience?

Please recall a specific instance, if you can, where you tended to think more internationally or interculturally because of your work experience.

Have you done anything here in the United States as a result of your participation in the internship? Mention here any activities such as hosting foreign guests, joining an internationally interested group, promoting a more international view point, opening people up to different perspectives on given issues etc.

Did you suffer any negative consequences from the internship or associated activities?

Reflecting on the entire experience, what would you do differently today to take fuller advantage of opportunities the internship and associated activities offered?

What advice would you give to a student who is contemplating participation in the internship?

Please feel free to use a separate sheet to respond more fully to any item or to provide more general comments.

Thank you very much for your responses!

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